

2nd Grade dance

USOE Fine Arts Rainbow Chart

| Second - Page 1 | | Moving | | Investigating | | Creating | Contextualizing |
|---|---|---|---|---|--|---|--|
| Previously mastered grade level skills | Elements of Dance with definitions | Experience/Identify | Explore/Contextualize | Experience/Identify | Analyze/Integrate | Research/Create | Refine/Contribute |
| Knowledge of body Basic locomotor and axial movement skills. Listen to signals and respond to movement directions | BODY / MIND <i>The body is the instrument of dance</i> Warm-up <i>A series of exercises/movement to ready the mind and body</i> Locomotor Steps <i>Steps that travel through space</i> Axial Movement <i>Movement that revolves around the axis and is performed in place</i> | Warm-up* Body Parts Conditioning Principles <ul style="list-style-type: none"> Strength Flexibility Stability Endurance Skills* Axial Movement Locomotor Steps | Explore the joy of moving the body. Warm the body for movement. Identify and move body parts and the whole body. Explore axial movements of bending, twisting, turning and tilting and the locomotor steps walking, running, leaping, galloping, skipping, sliding, jumping video | Practice a warm – up series that builds strength, flexibility, and balance. Practice axial movements (bending, twisting, turning, tilting) and locomotor steps (walking, running, leaping, galloping, skipping, sliding, jumping). | Improvise using segments movement that build on one aspect of conditioning. Improvise a phrase of adding axial movements to the locomotor movements. Example: skipping and turning, tilting and leaping, twisting and jumping video | Create a dance with a partner based on one conditioning principle (e.g. balance dance). Create a movement sequence that includes locomotor and axial movements | Create a dance with a partner based on one conditioning principle. Perform the movement sequence that includes locomotor and axial movements. Perceive and reflect. |
| Steady beat, tempo, changing tempos Simple rhythms, call and response, meter, accent | TIME <i>Defines when one moves</i> Duration (short/long) <i>Length of movement</i> Tempo (fast/slow) <i>Speed of movement</i> Metric Rhythm <i>Grouping of beats in recurring pattern</i> Accent. <i>Emphasis that results in a beat being louder or longer than another in a measure</i> Meter <i>Measure or unit of a metrical verse</i> | Beat* Accent* | Clap then move to the rhythm of a changing beat. Hear and clap the accented or first beat of every measure in 4/4, 2/4 and ¾ time. | Investigate clapping then moving on the beat, faster than the beat, slower than the beat and returning to the beat. video Move while accenting the first beat of every measure in 4/4, 2/4 and ¾ time. | Improvise to a simple eight-count rhythm pattern. video Improvise a simple phrase of four measures or 16 counts of 4/4, 2/4 and ¾. In movement, accent the first beat of every measure. | Create and memorize an eight-count rhythm pattern phrase. Create and memorize a 16-count accent phrase in 4/4, 2/4 or ¾ time. video | Perform the eight-count rhythm pattern phrase. Perceive and reflect. Perform a 16-count accent phrase in 4/4, 2/4 or ¾ time. Perceive and reflect. |
| | SPACE <i>Defines where one moves</i> Shape <i>The form of the body.</i> | Pathways* Spatial relationship | Explore spatial pathways including straight, zigzag, and curved. | Demonstrate four different pathways, and four different locomotor steps. | As a group, improvise a map sequence using four different | Individually, create and memorize a map sequence using locomotor, pathways, and shapes. | Perform the map sequence. Perceive and reflect. |

| Second - Page 2 | | Moving | | Investigating | | Creating | Contextualizing |
|--|---|-----------------------------------|---|--|---|---|--|
| Previously mastered grade level skills | Elements of Dance with definitions | Experience/ Identify | Explore/ Contextualize | Experience/ Identify | Analyze/ Integrate | Research/ Create | Refine/ Contribute |
| Range of movement, shape, levels, direction, symmetry and asymmetry, moving in place and through space, pathways, mapping | Levels (low/ medium/ high) Direction (forward, backwards, sideward, up, down) Size The continuum from small to large Pathways Patterns or designs created on the floor or in the air Asymmetry Uneven, irregular design Relationships The body's position relative to something or someone | | Explore changing the shape of the body with level, direction, size, symmetry and asymmetry. video | | pathways, four different locomotor steps, and four different finishing shapes. video | | |
| Performing and sequencing, qualities of motion, contrasting qualities | ENERGY Defines how one moves Qualities of motion Characteristics of a movement Dynamics The degree of energy, intensity, or power in the execution of movements | Qualities* | Explore energies or qualities of movement that include percussive, sustained, swinging, vibratory, exploding, rebounding and suspending. video | Practice and refine qualities of movement. Find something in nature or everyday life that is percussive, sustained, swinging, vibratory, exploding, and rebounding (e.g. A dragonfly moves percussively.) video | Identify two contrasting energy qualities and improvise a short movement phrase. | Create and memorize a movement phrase that combines two contrasting energy qualities. | Perform energy phrase for classmates. Perceive and reflect. Did we see two contrasting energy qualities? |
| Awareness of self to community, world; purpose of dance in community Artistic/Creating Skills Creativity, imagination, audience skills Compositional structures Beginning, middle, end; individual, partner; call and response Performance Skills Focus, concentration, kinesthetic, visual, auditory skills increased Life Skills Cooperation, respect following directions, engagement in learning, self-efficacy, turn taking | CULTURAL <i>Individual and family</i> Ritual/Ceremonial Dance <i>A dance that is performed as part of a community celebration, ceremony or religious event/ritual</i> | Ceremonial Dance Ritual Dance* | Watch a video or live performance of a ritual or ceremonial dance from an authentic culture. | Learn a simple ritual or ceremonial dance from a culture. | Analyze the dance as it relates to the culture. Improvise using elements based on the culture. | Create a simple ceremonial or ritual dance. video | Perform a simple ritual or ceremonial dance. Perceive and reflect. |